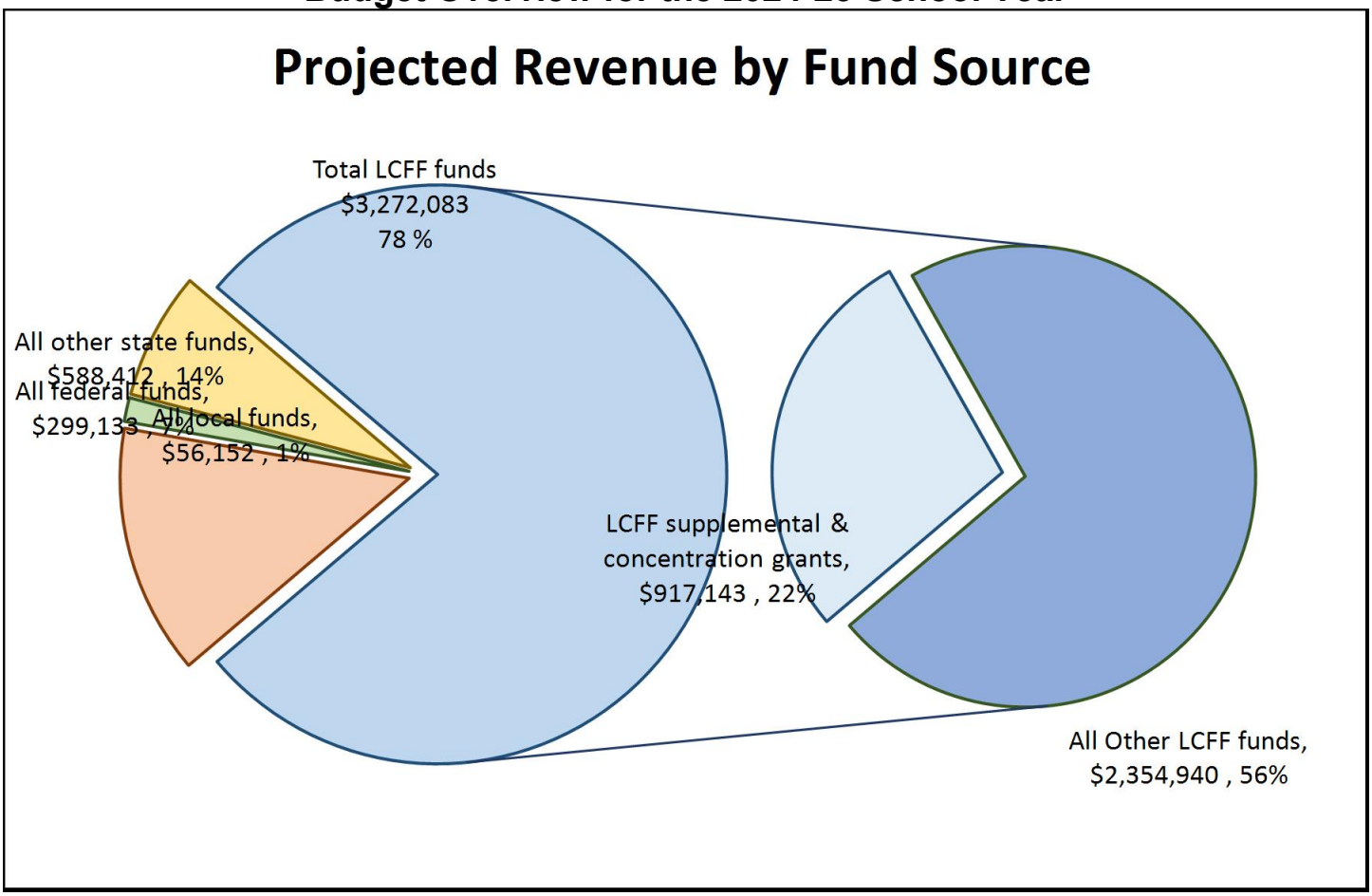
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Collegiate Charter High School of LA
CDS Code: 19-64733-0131821
School Year: 2024-25
LEA contact information:
Edward Morris
Executive Director
tedmorris@collegiatecharterhighschool.org
213.304.7077

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

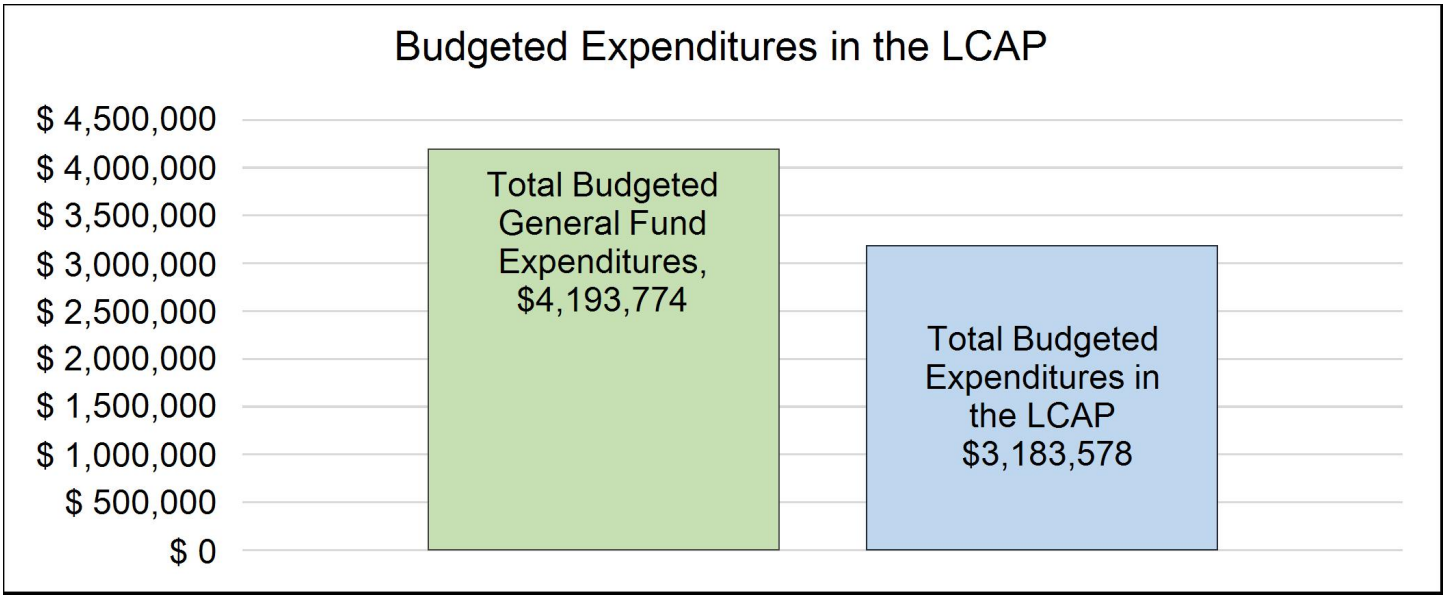


This chart shows the total general purpose revenue Collegiate Charter High School of LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Collegiate Charter High School of LA is $4,215,780, of which $3,272,083 is Local Control Funding Formula (LCFF), $588,412 is other state funds, $56,152 is local funds, and $299,133 is federal funds. Of the $3,272,083 in LCFF Funds, $$917,143 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Collegiate Charter High School of LA plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Collegiate Charter High School of LA plans to spend $4,193,774 for the 2024-25 school year. Of that amount, $$3,183,578 is tied to actions/services in the LCAP and $1,010,196 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

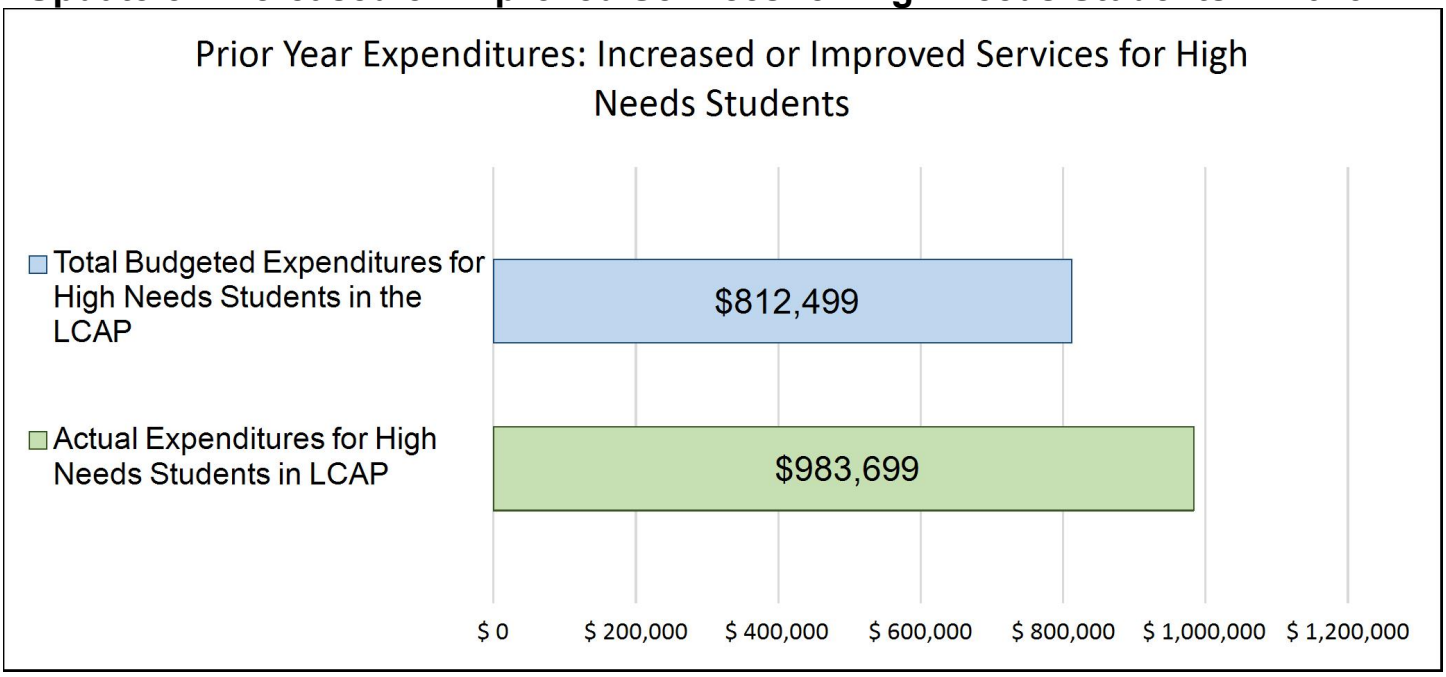
Non-education expenses including insurance, legal, accounting and child nutrition.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Collegiate Charter High School of LA is projecting it will receive $$917,143 based on the enrollment of foster youth, English learner, and low-income students. Collegiate Charter High School of LA must describe how it intends to increase or improve services for high needs students in the LCAP. Collegiate Charter High School of LA plans to spend $937,394 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Collegiate Charter High School of LA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Collegiate Charter High School of LA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Collegiate Charter High School of LA's LCAP budgeted $812,499 for planned actions to increase or improve services for high needs students. Collegiate Charter High School of LA actually spent $983,699 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Collegiate Charter High School of LA	Edward Morris Executive Director	tedmorris@collegiatecharterhighschool.org 213.304.7077

Goals and Actions

Goal

Goal #	Description
1	Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement MTSS in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 64.11% met/exceeded standards 2020-21: not administered	2021-22: 57.78% met/exceeded	2022-23: 53.13% met/exceeded	pending	67%
CAASPP Math	2018-19: 28.2% met/exceeded standards 2020-21: not administered	2021-22: 26.66% met/exceeded	2022-23: 21.88% met/exceeded	pending	30%
CA Science Test: Gr 12	2020-21: 36% met/exceeded standards	2021-22: 32.25% met/exceeded	2022-23: 30.18% met/exceeded	pending	40%
% Of Students Prepared for College as measured by EAP ELA	2018-19: 41.03% 2020-21: not administered	2021-22:	2022-23: results pending	pending	45%
% Of Students Prepared for College as measured by EAP Math	2018-19: 7.69% 2020-21: not administered	2021-22: 3%	2022-23: results pending	pending	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019-20: 95.6%	2020-21: 96.5%	2021-22: 94.8%	2022-23: 90.1%	96%
Chronic absenteeism Rate					5%
HS Dropout Rate	2019-20: 27.3%	2020-21:12.5%	2021-22: data pending	pending	<5%
HS Graduation Rate	2019-20: 54.5%	2020-21: 52.5%	2021-22: 85.4%	2022-23: 81.1%	90%
Suspension Rate		2020-21: 0%	2021-22: 0%	2022-23: 1.6%	<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%
A-G Completion Rate	2019-20: 100%	2020-21: 85.7%	2021-22: 100%	2022-23: 100%	95%
% Of students who pass AP Exams	2019-20: 28.6%	2020-21: 16%	2021-22: 15%	2022-23: 18%	20%
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8)	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, Collegiate Charter High School of Los Angeles dedicated efforts to enhance its learning environment and support systems, guided by data-driven insights and staff feedback from the Student Learning Environment Scale survey.

Utilizing multiple forms of student and schoolwide data, the school focused on informing instructional decisions and implementing research-based interventions through the Multi-Tiered System of Supports (MTSS). Notably, IXL diagnostic assessments revealed significant

academic progress: 69% of students improved in ELA, 85% in Mathematics, and there was a marked increase in English Language Proficiency (ELPI) from 35.6 to 52.4.

The staff survey underscored positive perceptions of the school's environment: 45% strongly agreed that the school is supportive and inviting for students to learn, and 41% strongly agreed that it promotes academic success for all students. Moreover, 66% strongly agreed that the school emphasizes helping students academically when they need it, demonstrating robust support mechanisms aligned with MTSS principles.

Reflecting on the previous year, the school identified areas for improvement and alignment. Despite strong staff agreement on the supportive and academically enriching environment, there were discrepancies in perceptions related to teaching relevance and student motivation, where 38% and 38% strongly agreed respectively.

Moving forward, Collegiate Charter High School plans to leverage these insights to refine instructional strategies and further strengthen the implementation of MTSS. This includes enhancing professional development in data literacy and pedagogical approaches that resonate with diverse student needs. Additionally, the school aims to bolster caring relationships and student engagement by fostering environments where all voices are heard and valued.

By building on these successes and addressing identified areas for growth, the school remains committed to ensuring every student achieves academic success, closes achievement gaps across all subgroups, and prepares effectively for college and career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, the specific actions taken by Collegiate Charter High School of Los Angeles to use multiple forms of student and schoolwide data, implement research-based interventions, and fully implement MTSS have proven effective in advancing towards their goals. The strategic use of IXL diagnostic assessments to inform instructional decisions has yielded substantial academic gains, with 69% of students showing improvement in ELA, 85% in Mathematics growth, and a notable increase in English Language Proficiency from 35.6 to 52.4. These outcomes underscore the effectiveness of data-driven decision-making in tailoring academic supports to meet diverse student needs and close achievement gaps across all subgroups.

The staff survey results further validate the positive impact of these actions on the school environment. High percentages of staff members strongly agreed that the school is supportive, promotes academic success, and emphasizes academic support when needed, aligning closely with the goals of MTSS implementation. However, there were areas noted for improvement, particularly in enhancing teaching relevance and student motivation, where perceptions varied slightly among staff.

Looking ahead, Collegiate Charter High School aims to build upon these successes by refining instructional strategies, enhancing professional development in data literacy and pedagogy, and fostering stronger caring relationships with students. By addressing these areas and continuing to leverage data effectively, the school is poised to further advance student academic success and ensure readiness for college and careers across its diverse student population.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following reflections on prior practices and outcomes from the three-year LCAP cycle, Collegiate Charter High School of Los Angeles has made several adjustments to enhance the effectiveness of their goals, metrics, desired outcomes, and actions for the coming year. Based on the analysis of data-driven instructional decisions and MTSS implementation, the school has decided to strengthen its focus on personalized academic interventions tailored to individual student needs. This includes refining the use of IXL diagnostic assessments to provide timely and targeted supports, with a continued emphasis on improving ELA, Mathematics, and English Language Proficiency outcomes. Additionally, there will be a heightened effort to align teaching practices more closely with student interests and motivations, as indicated by staff survey feedback.

To address the identified areas for improvement, such as teaching relevance and student motivation, the school plans to implement professional development programs aimed at enhancing pedagogical strategies that resonate with diverse student backgrounds and learning preferences. Furthermore, building on the positive perceptions of school supportiveness and caring relationships noted in the staff survey, Collegiate Charter High School intends to further strengthen these aspects through increased opportunities for student voice and engagement in decision-making processes.

These adjustments reflect a proactive approach to leveraging data insights and stakeholder feedback to refine strategies that support student academic success and close achievement gaps across all student subgroups. By refining goals, metrics, desired outcomes, and actions in this manner, the school aims to foster an even more responsive and supportive learning environment conducive to the holistic development of its student body.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24 100%	100%
Implementation of the Academic content & performance Standards - measured using Local Indicator Priority 2		dashboard was suspended in 2021	Standard Met on 2022 Dashboard	Standard Met on 2023 Dashboard	"Standard Met"
% Of Fully credentialed & Appropriately assigned Teachers	Appropriate 2020-21: 100% Fully credentialed 2020-21: 22.7%	Appropriate 2021-22: 100% Fully Credentialed 2021-22: 40.8%	Appropriate 2022-23: 100% Fully Credentialed 2022-23: 79%	Appropriate 2023-24: 100% Fully Credentialed 2023-24: 67%	100%
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 2.38% Proficient	2021-22: 35.6%	2022-23: 50%	pending	15%
Reclassification Rate	2019-20: 15.4%	2020-21: 0%	2022-23: 9.4%	pending	20%
% EL with access to	2020-21: 100%	2021-22: 100%	2022-23: 100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS & ELD Standards					

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, Collegiate Charter High School of Los Angeles made significant strides towards achieving its goal of developing a comprehensive, schoolwide Professional Development Plan focused on standards-aligned instruction and closing the achievement gap. The implementation of this goal involved meticulous planning and execution, beginning with a thorough assessment of instructional needs across various student demographics, including English Language Learners (ELL), Special Education (SPED), and socio-economically disadvantaged (SED) students.

The school's Professional Development Plan was structured around integrating Common Core State Standards (CCSS) for English Language Arts (ELA)/English Language Development (ELD), Mathematics, and Next Generation Science Standards (NGSS). Rigorous academic content and research-based pedagogical strategies were emphasized to ensure that all teachers were equipped to meet diverse learning needs effectively. Throughout the year, targeted professional development sessions were conducted, focusing on differentiated instruction, assessment strategies, and culturally responsive teaching practices.

Substantive differences between planned actions and actual implementation were primarily centered on the depth and scope of professional development delivery. While the initial plan aimed to cover a broad range of instructional methodologies and content standards, the actual implementation revealed a need for more tailored support in certain areas, such as integrating literacy strategies across subject areas and adapting STEM curriculum for SPED students. Adjustments were made throughout the year based on ongoing feedback and data analysis, ensuring that professional development remained responsive to the evolving needs of both teachers and students.

Looking ahead, Collegiate Charter High School plans to refine its Professional Development Plan for the coming year by further aligning instructional strategies with specific student needs, intensifying support for teachers in implementing differentiated instruction, and leveraging data-driven insights to enhance academic rigor and equity across all classrooms. These adjustments reflect the school's commitment to continuous improvement and its dedication to preparing all students for college and career success in a supportive and inclusive learning environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We exceeded the expected expenditures for Action 2.2 because we hired a second ELD teaching assistant to meet the demand based on our increasing population of newcomer students who recently arrived in the country and speak little or no English upon enrolling at Collegiate.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the data from Collegiate Charter High School of Los Angeles over the three-year LCAP cycle, the school has demonstrated commendable progress in fostering high expectations among students and enhancing school connectedness.

Throughout the cycle, the school has consistently focused on maintaining high expectations among students, as evidenced by significant academic progress. For instance, 69% of scholars showed improvement in ELA in their IXL diagnostic assessments, while an impressive 85% demonstrated growth in Mathematics. Moreover, there was a notable increase in English Language Proficiency (ELPI), rising from 35.6 to 52.4, indicating substantial strides in supporting language development across the student body.

In terms of school connectedness, Collegiate Charter High School has maintained a strong foundation of support and community. The data reveals that a substantial majority of students feel close to people at the school, with in-school connectedness averaging between 48% to 59% across grade levels.

Looking ahead, Collegiate Charter High School remains committed to its mission of preparing students to be College and Career Ready (CCR). By leveraging these achievements in fostering high expectations and strengthening school connectedness, the school will continue to refine strategies that ensure every student is equipped with the academic and social skills necessary for success beyond graduation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on prior practice, Collegiate Charter High School of Los Angeles has identified several areas for enhancement in the upcoming year's goals, metrics, desired outcomes, or actions. Building upon the successes and insights gained over the LCAP cycle, the school is strategically refining its approach to better meet the needs of its diverse student population and further advance towards its overarching goal of ensuring College and Career Readiness (CCR).

One significant adjustment involves the Professional Development Plan. Based on feedback and data analysis, the school is augmenting its focus on standards-aligned content and pedagogical strategies. This includes a heightened emphasis on differentiated instruction to better cater to the varied learning needs of ELL, SPED, and SED students. Additionally, there will be a renewed commitment to integrating academic rigor across all subjects, aligning closely with Common Core State Standards (CCSS) in ELA/ELD and Mathematics, as well as Next Generation Science Standards (NGSS). By doing so, the school aims to enhance instructional quality and efficacy, thereby fostering deeper student engagement and accelerating academic achievement.

Futhermore, based on the positive outcomes observed in English Language Proficiency (ELPI) growth, the school plans to implement targeted interventions to further support language development among students. This includes additional resources and professional development for teachers to effectively scaffold language acquisition across different content areas, promoting greater linguistic proficiency among all student demographics.

In summary, the adjustments made for the coming year are rooted in thoughtful reflection on past practices and data-driven insights. By refining goals, metrics, desired outcomes, and actions in these key areas, Collegiate Charter High School aims to continue its trajectory of academic excellence and holistic student development, ensuring every student is well-prepared for success in both higher education and future careers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Engage parents/families, and members of the community as partners through education to promote student academic achievement, College & Career Readiness, and providing a safe, supportive, welcoming, inclusive, and positive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Exemplary Source: SARC	2021-22: Exemplary Source: SARC/FIT	2022-23: Good Source: SARC/FIT	2023-24: Good Source: SARC/FIT	Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 70% Sense of safety 70% School connectedness	2021-22: Survey Sense of safety • Gr 9: 50% • Gr10: 46% • Gr 11: 70% • Gr 12: 62% School connectedness • Gr 9: 58% • Gr10: 56% • Gr 11: 82% • Gr 12: 61% Source: CHKS	The student survey was not administered in 2022-23.	pending	70%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety	2021-22: 90% Sense of safety	The parent survey was not administered in 2022-23.	pending	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	66% School connectedness	93% School connectedness Source: CA School Parent Survey (CSPS)			
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 52% School connectedness	2021-22: 71% Sense of safety 55% School connectedness Source: CA School Staff Survey (CSSS)	The school used a different staff survey that did not isolate these metrics.	pending	80%
Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 5 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	The Self-reflection Tool was not administered this in 2022-23.	pending	Ranking of 5
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 3 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 4 4. 4	The Self-reflection Tool was not administered this in 2022-23.	pending	Ranking of 5

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Reflecting on Collegiate Charter High School of Los Angeles' goal to "Engage parents/families, and members of the community as partners through education to promote student academic achievement, College & Career Readiness, and providing a safe, supportive, welcoming, inclusive, and positive learning environment," several initiatives were implemented in the past year. These included increased outreach efforts such as family messaging, Spanish interpretation services, and monthly chats with principals, aimed at fostering better communication and enhancing parent involvement in school activities. Additionally, partnerships with community organizations were strengthened to support College & Career Readiness through internships and guest speaker programs, providing students with valuable exposure to post-secondary opportunities.

Efforts to create a safe and inclusive environment were anchored by the implementation of a MTSS framework, which set clear behavior expectations and incentivized positive conduct, leading to a noticeable improvement in school culture and reduced disciplinary incidents. Academic achievement was bolstered through targeted interventions tailored to at-risk students, supported by comprehensive data analysis sessions and personalized learning plans.

Data from the CSPS report for the 2023-24 school year underscored positive parental perceptions regarding school responsiveness, with 56% strongly agreeing and 43% agreeing that the school promptly responds to communication. However, there were challenges in engaging all families, particularly those from diverse linguistic backgrounds, as indicated by lower attendance rates at events than anticipated. Community partnerships, although strengthened, varied in impact, highlighting the need for more tailored programs aligned with student interests.

Substantive differences between planned actions and actual implementation included varying levels of participation in school events and Principal Cafecitos meetings, with higher engagement in general school meetings compared to fundraising activities. The MTSS framework was paired with ongoing training to ensure consistent application across all grade levels. Academic interventions showed promise but revealed ongoing challenges for specific student groups, prompting revisions to intervention strategies to ensure equitable access to support services.

Moving forward, Collegiate Charter High School aims to refine communication strategies to enhance outreach effectiveness, strengthen community collaborations for more impactful career readiness initiatives, sustain MTSS practices through continuous professional development, and customize academic interventions to better address diverse student needs. By leveraging data insights and community feedback, the school is committed to achieving its overarching goals of engagement, academic excellence, and a supportive learning environment for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We exceeded the expected facilities costs in Action 3.4 because we were charged significant "overallocation fees" by LAUSD for falling short of our enrollment projections.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle at Collegiate Charter High School of Los Angeles, significant strides were made in engaging parents, families, and community members as valued partners in promoting student academic achievement, College & Career Readiness, and fostering a supportive learning environment. Initiatives such as enhanced communication efforts, including family messaging and Spanish interpretation services, were highly successful. The CSPS report for the 2023-24 school year highlighted overwhelmingly positive feedback from parents, who felt warmly welcomed and respected by school staff. They expressed high satisfaction with the school's proactive communication about activities and their child's progress between report cards.

Moreover, partnerships with community organizations enriched College & Career Readiness programs through meaningful internships and guest speaker initiatives, contributing to students' preparedness for future endeavors. Although challenges in achieving universal community engagement across diverse student groups were acknowledged, the school's commitment to inclusivity and equity was evident in ongoing efforts to enhance outreach strategies and communication practices.

The implementation of a MTSS framework showed promising results in cultivating a positive school culture and maintaining Collegiate's low disciplinary incidents. While there were variations in its application across different grade levels, the school remains dedicated to refining MTSS strategies through continued training and tailored interventions to better support student needs.

Looking ahead, Collegiate Charter High School is poised to build upon these achievements and address areas for further enhancement identified through data analysis and community feedback. By leveraging insights gained from the LCAP cycle, the school is steadfast in its commitment to fostering an even more cohesive and supportive educational environment. This proactive approach ensures that students receive the necessary support and opportunities to excel academically and socially, while maintaining strong partnerships with families and the broader community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In reflection on prior practices and feedback, Collegiate Charter High School of Los Angeles has refined its approach to enhancing family engagement as a central goal for the coming year. Recognizing the critical role of parental involvement in student success, the school has

adjusted its metrics and desired outcomes to place even greater emphasis on fostering meaningful partnerships with families and the community.

The revised goal focuses on expanding outreach efforts and strengthening communication channels to ensure all families feel informed, welcomed, and valued. Metrics now include specific targets for participation in school events, parent-teacher meetings, and involvement in decision-making processes. Desired outcomes have been refined to not only increase overall participation rates but also to deepen the quality of engagement, ensuring that families are actively contributing to the educational journey of their children.

To achieve these objectives, Collegiate Charter High School plans to implement new actions, including enhanced digital communication platforms for more accessible and timely updates, culturally responsive parent workshops to support diverse family needs, and expanded opportunities for community partnerships to enrich educational opportunities for students. These adjustments aim to build upon previous successes while addressing challenges identified in prior assessments, ensuring a more inclusive and collaborative school environment where every family feels empowered and involved in their child's education.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Collegiate Charter High School of LA	Edward Morris Executive Director	tedmorris@collegiatecharterhighschool.org 213.304.7077

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Collegiate Charter High School is a WASC-accredited, tuition-free public school serving approximately 153 students in grades 9-12 with the following demographics: 97% Hispanic, 3% African-American, 21% Students with Disabilities (SWD), 29% English Learners (EL), 0% Foster Youth (FY), 5% Homeless Youth (HY), and 97% Socioeconomically Disadvantaged (SED). Collegiate is co-located on the campus of Stevenson Middle School in Boyle Heights.

Collegiate Charter School is based on the Building Excellent Schools Program with key features from the Achievement First Public Charter School high school model. All students participate in a rigorous, standards-aligned college preparatory educational program, offering UC A-G approved courses, through a culturally responsive approach. We focus on pedagogical strategies that spark students' behavioral, cognitive, and emotional engagement to ensure students achieve content mastery and personal success. Collegiate's instructional design is grounded from extensive research of successful school design to meet the needs of low-income, first-generation college-going students.

MISSION
Collegiate prepares all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

VISION
We believe that all children, regardless of race, ethnicity, socioeconomic status, gender, gender identity, disability, home language, country of origin, or religion, must have access to excellent educational opportunities for their K-12 years. This includes access to an excellent high school, regardless of home zip code. We believe that it is the job of educators to be creative, compassionate, relentless, and results-oriented on behalf of children in order to ensure that every student's learning time is optimized and that every student realizes their potential.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Fall 2023 CA School Dashboard results for Collegiate Charter High School of Los Angeles reveal a mix of performance levels across various indicators. The Suspension Rate Indicator shows an overall orange performance level school-wide and for the Hispanic subgroup, while the English Learners (EL) and Students with Disabilities (SPED) indicators are blue. The Socioeconomically Disadvantaged subgroup is yellow. In terms of English Learner Progress, the school's Dashboard level is green, indicating significant progress in supporting ELs. The College and Career Readiness rate of 51.9% exceeds the state average, reflecting effective preparation for post-secondary education and careers. However, there are areas for improvement. The graduation rate is at a low performance level (orange), suggesting a need for interventions and support systems. In English Language Arts, while Collegiate outperformed the state average, the small class size impacted the official performance color. In Mathematics, Collegiate underperformed the state but outperformed Hispanic and Socioeconomically Disadvantaged subgroups statewide.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Collegiate Charter High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Our needs assessment began with review of dropout data on an individual student basis, checking the history of each student from our four-year adjusted cohorts who did not graduate from Collegiate. This investigation revealed that during the pandemic several students who were showing up in CALPADS as dropouts had actually re-enrolled at other high schools outside of California, but due to the difficulty of locating and communicating with the families during the pandemic, their records had not been updated in our SIS to reflect their new school. Part of our plan to improve our graduation rate will be to improve our student records and reporting procedures to ensure that students' statuses are being accurately recorded and reported. We will support the school in this by investing in training for our clerical staff who are responsible for this record keeping and reporting.

In addition to improving our graduation rates by eliminating reporting errors, we also had some legitimate dropouts and we also conducted a root cause analysis for those cases. We reviewed literature from the What Works Clearinghouse to research common causes for dropping

out of high school and for failing to graduate within four years. We also reviewed articles on the topic from the US Department of Education, Arizona State University, and the Institute of Education Science. We also convened meetings of the school's leadership team for insights and expertise. The most common barriers to graduation were found to be: academic struggles, social emotional challenges, external factors and hardships.

To address academic struggles we analyzed CAASPP data, internal assessments (IXL), and grades to identify the academic areas where our students were most at risk academically. On standardized tests, far fewer of our students are proficient in math than in ELA. We recognized a need for stronger math interventions. We also see that our ELs struggle more academically than their English proficient peers. We also recognize a need for stronger ELD supports.

The number of students self-reporting or identified by staff as having social emotional challenges has increased dramatically since the pandemic. We know that addressing these concerns is an important factor for helping students to persist through graduation. A 2017 study by Collaborative for Academic, Social, and Emotional Learning (CASEL), the University of Illinois at Chicago, Loyola University, and the University of British Columbia found that students who received SEL training were 6% more likely to graduate than their peers who did not receive the training. This LCAP includes several actions addressing mental health support and social emotional learning (SEL).

In reviewing for resource inequities, our numerically significant subgroups (Hispanics students, and socioeconomically disadvantaged students) comprise such a high percentage of our student population, their academic performance is not significantly different from the general population. Other subgroups, such as English learners and students with disabilities, while not numerically significant for our dashboard reports, do receive additional services and we recognize a need to invest more resources for our ELL students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Continuing the processes described in last year's LCAP, the school will conduct a monthly reconciliation of data in our student information system (SIS) to identify any students who have exited the school without a new school identified. We will continue to follow up with the family until we can confirm the student's new school and update the SIS accordingly. Implementation of the interventions will be overseen by the executive director who will ensure that the training is conducted and will review monthly reconciliations that are conducted by the school's data and compliance manager.

To monitor the success of our interventions to improve academic success as a means of increasing our graduation rates, we will continue to monitor each child's academic progress through grade analysis during progress reports and report card periods as well as through interim assessments. We will use that data to evaluate any needed adjusting of supports (academic or social emotional) to help the student feel and be successful. Collegiate's two co-principals will own oversight of the implementation of these interventions and will report the results of the interventions to the Academic Excellence committee of the school's board of directors.

For monitoring the effectiveness of our interventions to support SEL and student mental health, we will use reputable student surveys such as the CA Healthy Kids Survey or the Social Emotional Learning Assessment by Panorama Education. Those surveys will indicate if the

school-wide average of students' emotional well-being is improving with the supports we put in place with our CSI funds. The monitoring of the implementation of these measures will be overseen by the executive director, who will be responsible for ensuring that the appropriate counselors are hired and will oversee the student survey process described here.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families	Team & Family Meetings were held on the third Thursday of every month beginning in September. Some changes were made if the meeting fell on a day the school was closed. We administered the California School Parent Survey in May, 2024. In the beginning of May 2024, we collaborated with Possip to send out bi-weekly surveys. ELAC Meetings were held on the first Tuesday of every month beginning in February
Students (including student sub-groups of English Learners, Foster Youth, Students with IEPs, Low-Income)	We administered the California Healthy Kids Survey in May, 2024.
School Staff (including special education teachers, principals, etc.)	PD sessions with all teachers to analyze IXL data informed our action plans We administered the California School Staff Survey in May, 2024. Representatives from the certificated teaching team, classified office staff, and school administration joined the meeting in which the LCAP draft was shared with the parent advisory council.

Educational Partner(s)	Process for Engagement
Public at Large (including volunteer board members)	Monthly board meetings open to the public per Brown Act requirements

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from stakeholder groups revealed the following, which was taken into account when drafting our goals and action plans.

Families/Community:

- Continued and increased mental health supports/programs (student opportunities, services, awareness workshops, external social worker resources, etc.).
- Continued and increased offerings of 1:1 tutoring (in-class, out of school).
- Earlier exposure to college prep in 9th and 10th grade (e.g., college requirements).

Staff (district administrators, including special education teachers, principals, etc.):

- Mental health supports/programs (student opportunities, services, awareness).
- Increased math support (Professional development opportunities supporting ELs).
- Increased support for student sub-groups (low income, special education, foster youth, etc.).

Students (student sub-groups of English Learners, Foster Youth, Students with IEPs, Low-Income, etc.):

- Continued and increased mental health supports/programs (student opportunities, services, etc.).
- Continued 1:1 tutoring opportunities (in-class and during the designated daily tutoring block during our regular school days).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Utilize a variety of student and school-wide data, including assessments, to guide instructional decisions and implement evidence-based intervention programs. Implement a Multi-Tiered System of Support (MTSS) to identify and provide appropriate academic and social-emotional supports, ensuring student academic success and closing the achievement gap among all subgroups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal aligns with State Priorities 1, 2, 4, 5, 7, and 8. Collegiate Charter High School is committed to identifying high-quality classroom instruction and curriculum that promotes college and career readiness, with a specific focus on academic interventions for the upcoming year. Current data indicates a need to disaggregate assessment data to identify learning gaps, provide targeted teacher supports, and measure program effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student achievement in ELA, as measured by average DFS on SBAC.	11.9 points below standard			At or above State average	
1.2	Student achievement in Math, as measured by average DFS on SBAC.	98.9 points below standard			At or above State average	
1.3	CA Science Test: Gr 12	30.18% met/exceeded standard			At or above district average (LAUSD: 22.17% in 2023)	
1.4	Attendance Rate	94.8%			96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	HS Dropout Rate	12.5%			<5%	
1.6	HS Graduation Rate	81.1% graduated			95%	
1.7	Suspension Rate	0%			<1%	
1.8	Expulsion Rate	0%			0%	
1.9	% Of students who pass AP Exams	10%			25%+	
1.10	Other Pupil Outcomes: State Seal of Biliteracy	0%			At or above 5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Administrators, teachers, and instructional support personnel who support the educational program	Collegiate will employ a principal and an appropriately credentialed and assigned teachers for grades 9-12, to provide instruction in A-G approved subjects. Collegiate will provide its students with at least 180 instructional days, exceeding the required minimum of 175 instructional days. Teachers will work several additional days (11 in 2024-25) for professional development, data analysis, and action planning. Teachers and teaching assistants will provide at least one hour of tutoring per week. Partner with PUC's induction program to assist teachers in clearing credentials, covering program costs, and aiding in credential information transfer.	$967,513.00	No
1.2	Measuring Student Progress Assessments	To assess learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process using IXL ELA & Math assessments for Grades 9-12 (3 times/year) The Leadership Team will develop data-rich reports and facilitate data analysis and action planning sessions with the full instructional team to inform instruction and decision-making.	$82,010.00	Yes
1.3	Addressing Academic Needs to Accelerate Learning	Teachers will provide Tier 1 intervention during instruction. Students in need of ELA/math interventions will have access to intervention and support courses in their weekly schedules. Academic tutors will be maintained and/or increased as needed to support students in math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$220,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To further accelerate learning and address learning gaps students will have access to: • Summer Academy: credit recovery for students that failed a course • Winter Academy: provide a day of intensive academic support & intervention during winter vacation • Accelerate Learning Online Credit Recovery Program		
1.4	Addressing Social Emotional & Behavioral Student Needs	All scholars are enrolled in a College Readiness Course (I-IV) that integrates academic and social-emotional practices including restorative practices and restorative circles. The Culture Team will provide Tier 1 behavioral supports and will serve as MTSS Leads. PUC Intern Counselors will provide clinical/therapeutic counseling services to ensure student SEL and mental health needs are met. Collegiate will administer an evidence based SEL survey and results will be reviewed and analyzed to strengthen SEL services school wide.	$10,500.00	Yes
1.5	Promoting "College-going" Culture	Instrumental to our commitment to prepare every student for post-secondary education and success is the College Readiness course. This 4-year comprehensive program provides all students with the tools to successfully prepare for college. The College Counselor and Culture Lead will conduct transcript reviews and ensure students are on-track to graduate on time; and identify students for intervention and/or credit recovery. The College Counselor and Culture Lead also provides academic counseling and oversees the counseling program. As part of Collegiate's College-going culture, all students will participate in college field trips, complete an academic and career inventory, and college application submission platform, Naviance. To ensure all students are prepared and meet college eligibility requirements Collegiate will provide all students	$224,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following: • PSAT/SAT testing • AP examinations • College application waivers Provide opportunities for students to take college courses through dual enrollment, with support from counselors and school leadership in communicating opportunities and supporting enrollment, including purchasing textbooks for courses offered on campus by local community colleges.		
1.6	Services to Support Students with Disabilities	Collegiate's Special Education team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider (Option 3). The Dean of Special Services serves as the Special Education Administrator and will ensure IEP timelines, IEP Meetings and related services are addressed and communicated with parents. The Special Education Team comprised of the Dean of Special Services (SPED Administrator), RSPs, Education Professionals and service providers will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional and behavioral needs are met, and services provided. In addition to push-in co-teaching support for English and Math, SWDs who also identify as ELs receive additional support in the form of push-in ELD instruction. Members of the Special Education team will participate in professional learning provided by the SELPA, the school and/or other resources to improve student outcomes and accelerate student learning. The Special Education Administrator participates in committees within the SELPA and supports the Special Education team in instructional coaching based on SELPA professional development. The RSP and teaching assistants collaborate with General Education teachers for planning, coaching, data analysis, and professional learning to ensure accommodations, modifications and services are provided as identified on the student's IEP, and that students with disabilities have appropriate access to instructional materials. Collegiate celebrates the partnerships and data-driven approach	$742,758.00	No

Action #	Title	Description	Total Funds	Contributing
		to co-teaching that RSP, teaching assistants, and general education teachers collaborate on, and the implementation of services and supports. Additionally, the Special Education team prides itself on the partnerships that it builds with families of students with disabilities, and the involvement that the families have as part of the IEP team. In addition to participating and engaging with whole school professional development to address school-wide instructional initiatives and outcomes, the Special Education team has its own areas of improvement and is actively working to continue to improve the depth and effectiveness of its co-teaching program through instructional coaching, observation, rapid feedback, and data-driven classwork review with coaches. Collegiate ensures that the school has the appropriate staff and adheres to caseload and credentialed teacher requirements.		
1.7	Provide Multi-Tiered Student Supports	Allocate stipends for staff to coordinate student support systems as part of the Collegiate MTSS Team.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement a comprehensive, school-wide Professional Development Plan that emphasizes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor, and research-based pedagogical strategies. This plan will ensure high-quality instruction that meets the diverse learning needs of all students (including ELL, SPED, SED) and effectively closes the achievement gap, ultimately preparing students to be College and Career Ready (CCR).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is developed in alignment with State Priorities 1, 2, 4, 5, 6, 7, and 8. At Collegiate, we recognize the importance of ongoing coaching to support and enhance teacher capacity as a crucial element of effective continuous professional development. Our educators and administrators have identified key areas for professional learning that address the diverse needs of our students, particularly designated English Learners and students in Special Education, extending beyond academics to include the integration of social-emotional learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to Standards aligned materials	100%			100%	
2.2	Implementation of the academic content & performance standards -	"Standard Met"			Maintain "Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured using Local Indicator Priority 2					
2.3	% of Appropriately assigned Teachers	100%			Maintain 100%	
2.4	% of EL who made progress toward English Proficiency measured by ELPAC	50% making progress			At or above state average (48.7% in 2023)	
2.5	Reclassification Rate	15%			20%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Collegiate will provide educators (both General Education and Special Education) with evidence-based professional development, including	$208,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer training for the 2024-25 academic year and 8 additional non-instructional days for data analysis, tiered supports, and instructional practices throughout the year. Teachers will also participate in weekly professional development and staff development activities. The focus is on enhancing academic growth through high-quality literacy instruction across all content areas to boost student achievement on the CAASPP/SBAC and Advanced Placement exams. Collegiate recognizes all teachers as literacy educators and will emphasize professional development in unpacking the ELA and Math curriculum. The Math/Science Instructional Coach and Literacy Coach will collaborate with the Executive Director, providing ongoing coaching to the Instructional Leadership Team. Monthly gradebook analysis protocols will focus on subgroup performance, and Collegiate will conduct quarterly in-depth analyses of student academic progress, particularly for at-risk students. These analyses will guide reflection and action planning, monitored through regular professional development sessions, including weekly school-wide meetings.		
2.2	Enhancing EL Program and Services	The academic performance of English Learners (ELs) is a concern at Collegiate, highlighting a need to enhance both integrated ELD instruction and designated ELD. The school has observed an increase in 'newcomer' ELs. It is crucial to provide differentiated support and instruction for ELs to achieve grade-level standards and proficiency in English. This focus aims to improve reclassification rates and reduce long-term EL status, ultimately enhancing academic outcomes. Academic support for newcomers will be provided by the ELD Instructional Aide.	$104,478.00	Yes
2.3	Core Curricular Program Needs	The following standards-aligned curricula and consumables have been or will be purchased: • Illustrative Mathematics for Math • IXL for Math and ELA • Odell Education for ELA • Discovery Learning for Science • Inside the USA/National Geographic for ELD	$11,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Bridging the Digital Divide	Collegiate Charter High School of Los Angeles will ensure all students have access to a technology device for instructional and supplemental materials, contract IT support, and continue utilizing Zoom for virtual meetings.	$67,960.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents/guardians, families, and community members as partners through education to promote student academic achievement, college and career readiness, and provide a safe, supportive, welcoming, inclusive, and positive learning environment, with a focus on increasing attendance.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal aligns with State Priorities 3 and 6. Collegiate has identified engaging families as partners, parent development, and student engagement as areas for continued growth over the next year. Additionally, Collegiate aims to increase student attendance by fostering a safe, supportive, welcoming, inclusive, and positive learning environment in partnership with families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in “good” repair as measured by FIT	Good (Source: SARC/FIT)			Maintain Good (Source: SARC/FIT)	
3.2	Student Survey: Student Perception of School Safety & Connectedness	70% Sense of safety and School Connectness			Maintain 70% in Sense of safety and School Connectness	
3.3	Parent Survey: Sense of safety & school connectedness	90% Sense of safety 93% School connectedness Source: CA School Parent Survey (CSPS)			90% Sense of safety and School connectedness Source: CA School Parent Survey (CSPS)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Teacher/staff Survey: Sense of safety & school connectedness	71% Sense of safety 55% School connectedness Source: CA School Staff Survey (CSSS)			80% Sense of safety and School connectedness Source: CA School Staff Survey (CSSS)	
3.5	Parent Input in Decision-making including UP & SWD Source: CDE's Priority 3: Self-reflection Tool	Ranking of 4 on CDE's Priority 3: Self-reflection Tool			Ranking of 5 on CDE's Priority 3: Self-reflection Tool	
3.6	Parent Participation in Programs for Unduplicated Pupils & SWD Source: CDE's Priority 3: Self-reflection Tool	Ranking of 4.5 on CDE's Priority 3: Self-reflection Tool			Ranking of 5 on CDE's Priority 3: Self-reflection Tool	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Fostering Positive School Climate, Student Engagement, and a Safe Learning Environment	Collegiate aims to foster a college-going culture that enhances student engagement, cultivates a positive school climate, and ensures a safe learning environment, with a focus on reducing chronic absenteeism rates. Key initiatives include: • Offering student clubs and organizations • Providing an enrichment program • Furnishing bus transportation for students from South LA, utilized by approximately 97% of students • Supplying uniforms for all students The administrative team will oversee the revision of the Health & Safety Plan in alignment with state and county health department guidelines. They will also implement surveillance, testing, and screening protocols, and conduct health screenings for students.	$248,323.00	No Yes
3.2	Parent Involvement in Decision-Making	Parent input in decision-making will occur through the following committees, which include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): • English Language Advisory Committee (ELAC), DELAC, ELPAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)		No

Action #	Title	Description	Total Funds	Contributing
3.3	Supporting Parent Engagement and Participation	Collegiate ensures that all parents, including those of unduplicated students and students with disabilities, have ample opportunities to engage as partners in their scholar's education. The bilingual Admissions & Family Coordinator communicates with families, facilitates and coordinates parent workshops covering Scope & Sequence learning standards, and conducts outreach, particularly with families of disengaged scholars or those at risk for chronic absenteeism. Collegiate staff utilize the ParentSquare application for effective communication with families and provide access to the PowerSchool Parent Portal, enabling parents to monitor their child's academic progress, grades, attendance, and communicate with teachers. Additionally, two student-led conferences are conducted per year during report card pick-ups, empowering students to take ownership of their learning progress and goals.	$118,684.00	Yes
3.4	Maintaining a Safe and Clean School Facility	Collegiate Charter High School of Los Angeles strives to provide all students and staff with a safe and clean school facility, maintaining sites and adhering to all state and local county health department guidelines. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	$176,622.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$917,143	$108,339

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.945%	0.000%	$0.00	38.945%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Measuring Student Progress Assessments **Need:** **Scope:** LEA-wide		
1.3	**Action:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Addressing Academic Needs to Accelerate Learning **Need:** **Scope:** LEA-wide		
1.4	**Action:** Addressing Social Emotional & Behavioral Student Needs **Need:** **Scope:** LEA-wide		
1.5	**Action:** Promoting "College-going" Culture **Need:** **Scope:** Schoolwide		
2.1	**Action:** Professional Development **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Bridging the Digital Divide **Need:** **Scope:** LEA-wide		
3.1	**Action:** Fostering Positive School Climate, Student Engagement, and a Safe Learning Environment **Need:** **Scope:** LEA-wide		
3.3	**Action:** Supporting Parent Engagement and Participation **Need:** **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Enhancing EL Program and Services **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,354,940	917,143	38.945%	0.000%	38.945%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,491,624.00	$523,766.00	$19,492.00	$148,696.00	$3,183,578.00	$2,187,488.00	$996,090.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Administrators, teachers, and instructional support personnel who support the educational program	All	No			All Schools		$922,240.00	$45,273.00	$886,583.00	$80,930.00			$967,513.00	
1	1.2	Measuring Student Progress Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$82,010.00	$0.00	$82,010.00				$82,010.00	
1	1.3	Addressing Academic Needs to Accelerate Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$210,435.00	$9,577.00	$187,710.00	$27,725.00		$4,577.00	$220,012.00	
1	1.4	Addressing Social Emotional & Behavioral Student Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$10,500.00		$10,500.00			$10,500.00	
1	1.5	Promoting "College-going" Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$210,736.00	$13,994.00	$100,556.00	$114,174.00		$10,000.00	$224,730.00	
1	1.6	Services to Support Students with Disabilities	Students with Disabilities	No					$409,348.00	$333,410.00	$479,775.00	$197,509.00	$19,492.00	$45,982.00	$742,758.00	
1	1.7	Provide Multi-Tiered Student Supports	All	No			All Schools									
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$141,038.00	$67,700.00	$130,279.00	$41,625.00		$36,834.00	$208,738.00	
2	2.2	Enhancing EL Program and Services	English Learners	Yes	Limited to Unduplicated Student	English Learners			$104,478.00	$0.00	$1,872.00	$51,303.00		$51,303.00	$104,478.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.3	Core Curricular Program Needs	All	No					$0.00	$11,250.00	$11,250.00				$11,250.00	
2	2.4	Bridging the Digital Divide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$67,960.00	$67,960.00				$67,960.00	
3	3.1	Fostering Positive School Climate, Student Engagement, and a Safe Learning Environment	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$4,398.00	$243,925.00	$248,323.00				$248,323.00	
3	3.2	Parent Involvement in Decision-Making	All	No												
3	3.3	Supporting Parent Engagement and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$102,805.00	$15,879.00	$118,684.00				$118,684.00	
3	3.4	Maintaining a Safe and Clean School Facility	All	No					$0.00	$176,622.00	$176,622.00				$176,622.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,354,940	917,143	38.945%	0.000%	38.945%	$937,394.00	0.000%	39.805 %	**Total:**	$937,394.00
								LEA-wide Total:	$834,966.00
								Limited Total:	$1,872.00
								Schoolwide Total:	$100,556.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Measuring Student Progress Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,010.00	
1	1.3	Addressing Academic Needs to Accelerate Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$187,710.00	
1	1.4	Addressing Social Emotional & Behavioral Student Needs	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.5	Promoting "College-going" Culture	Yes	Schoolwide	English Learners Foster Youth Low Income		$100,556.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$130,279.00	
2	2.2	Enhancing EL Program and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,872.00	
2	2.4	Bridging the Digital Divide	Yes	LEA-wide	English Learners Foster Youth		$67,960.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Fostering Positive School Climate, Student Engagement, and a Safe Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		$248,323.00	
3	**3.3**	Supporting Parent Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income		$118,684.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,314,656.00	$3,278,446.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$1,170,835.00	$1,119,989
1	**1.2**	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$82,362.00	$80,912
1	**1.3**	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$199,220.00	$186,368
1	**1.4**	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$34,391.00	$27,287
1	**1.5**	PROMOTING A “COLLEGE-GOING" CULTURE	Yes	$219,767.00	$220,795
1	**1.6**	SERVICES TO SUPPORT SWD	No	$555,585.00	$554,691
2	**2.1**	PROFESSIONAL DEVELOPMENT	Yes	$333,091.00	$317,918
2	**2.2**	STRENGTHENING EL PROGRAM & SERVICES	Yes	$51,559.00	$86,339
2	**2.3**	CORE CURRICULAR PROGRAM NEEDS	No	$17,175.00	$10,181
2	**2.4**	CLOSING THE DIGITAL DIVIDE	Yes	$65,878.00	$63,861

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$291,894.00	$254,272
3	**3.2**	PARENT INPUT IN DECISION-MAKING	No	$0.00	$0.00
3	**3.3**	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$116,060.00	$113,951
3	**3.4**	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$176,839.00	$241,882

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$713,188	$812,499.00	$983,699.00	($171,200.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	MEASURING STUDENT PROGRESS - ASSESSMENTS	Yes	$3,472.00	0		
1	1.3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$63,196.00	$97,759		
1	1.4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$34,391.00	$27,287		
1	1.5	PROMOTING A “COLLEGE-GOING" CULTURE	Yes	$32,367.00	$216,514		
2	2.1	PROFESSIONAL DEVELOPMENT	Yes	$215,241.00	$220,055		
2	2.2	STRENGTHENING EL PROGRAM & SERVICES	Yes		0		
2	2.4	CLOSING THE DIGITAL DIVIDE	Yes	$65,878.00	$63,861		
3	3.1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$281,894.00	$244,272		
3	3.3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$116,060.00	$113,951		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,826,36	$713,188	0	390.497%	$983,699.00	0.000%	538.612%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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